Due to the possibility of Amy having a learning disability, the school evaluation team has decided to screen/assess Amy on four different achievement tests. The tests that Amy was assessed on are the following: Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV), Woodcock Johnson III Tests of Achievement, Vineland Adaptive Behavior Scales, and Behavior Assessment System for Children, Second Edition. Each one of these assessments will help teachers, school personnel, and parents to determine if Amy has a learning disability.

The Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV) is an assessment used to test four aspects of an individual’s general cognitive skills. The four aspects the WISC-IV test are: verbal comprehension, perceptual reasoning, working memory, and processing speed. Some of the features these aspects test are a child’s visual memory, comprehension, letter number sequencing, vocabulary, and etc. Each one of these characteristics helps determine the student’s IQ score. If you would like more information on the WISC-IV assessment, the team would be more than happy to provide you with a paper that describes each one of the aspects and subtests in great detail.

Overall in the WISC-IV, Amy scored in the average to low average range. This is determined by the mean equaling 100 and the standard deviation being 15. (Standard deviation is a range in which one’s average test scores fall in.) Since Amy’s comprehensive scores for all four parts equaled 88, this created her range to be between 83-93. Having a range that dips below 85 allows for one to classify her in the below average range.

The next assessment given to Amy was the Woodcock-Johnson III Tests of Achievement, Form A, (WJ-III). This test is used to compare a student’s academic ability to their peers. The academic fields this test assesses are Reading, Math, Writing, and Listening Comprehension. The reading portion of the test examines ones basic reading and reading comprehension. Amy scored in the average range for both basic reading and reading comprehension. Unfortunately, in the math part of the assessment, Amy scored in the average to low average range. She did fairly well in basic addition, subtraction, multi-digit addition, multi-digit subtraction, and basic multiplication. However, she struggled with multi digit multiplication and division problems. She also had difficulties with problems that had additional information that didn’t need to be included, along with identifying the procedure needed to answer the question. The writing portion also gave Amy difficulties. She was capable of writing complete sentence 15-18 times. However, she was unable to write sentences that asked her to fill in the missing step along with creating good sentences about what was happening in the picture. Because of these difficulties, she scored in the low average to borderline range for her age. Lastly, in the listening comprehension Amy was capable of completing up to three step directions. However, when the directions became more complex, she was unable to complete the steps. Under listening comprehension, Amy scored in the average to low average range.

The third test given to Amy was the Vineland-II Adaptive Behavior Scales. This test scores the same way as the WISC-IV, it uses a mean of 100 and a standard deviation of 15. When given the Vineland-II, it assessed Amy on her communication domain (listening and understanding), daily living skills domain (personal self-care) and socialization domain (interpersonal relationship). Within these assessments, Amy’s overall adaptive behavior composite was an 84 with a range of 91-77. This means, Amy falls within the average to below average range. Amy’s adaptive behavior composite was created off of parent interview(s) and what they thought her daily living skills, communication, and socialization domain were.

Lastly, Amy was given the Behavior Assessment System for Children-Second Edition (BASC-2). This assessment assesses the child’s behavior in relation to their peers. The BASC-2 scores differently than the previous assessments, it scores a student by T-scores. The norm in the BASC-2 is a 50 with a standard deviation of 10. To come up with the student’s scores for the BASC-2, ratings must be completed by the parents, teachers, and the student. Both of the teachers gave Amy a T-score of 70. They gave her this score in accordance to her school problems (paying attention, comprehension, and completing school work), and her health related issues. Her father gave her a T-score of 72 for attention difficulties and a T- score of 77 for levels of anxiety. Lastly, Amy gave herself an average T-score of 82, placing her in the clinically significant range. This was averaged out by her giving herself a T-score of 81 for internalizing problems, and a T-score of 94 when it came to school difficulties.